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Determining the most important educational, administrative, social and psychological obstacles facing blended education in teaching volleyball from the point of view of the teachers of the faculties of the central and southern regions

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Abstract---The research included four chapters, where the first chapter included a definition of the research from the introduction to the research and its importance. The development of the educational sciences and the emergence of modern strategies that help teachers and students acquire knowledge and sciences in a manner consistent with the nature of the learner in order to reach effective education that achieves the desired goals, and the problem of Research the existence of obstacles that prevent the success of blended education, and the study aimed to identify the concept of blended education and its importance, its advantages, and justifications for its use in universities in general, and faculties of physical education and sports sciences and teaching volleyball in particular, and the requirements of blended education and its obstacles and to identify the reality of blended education in colleges from the point of view of The faculty members looked at, and revealed the problems that limit the use of blended education in those colleges, and the degree of availability of physical equipment to assist in the application of blended education. Teaching in the faculties of physical education and sports sciences in the center and south, specializing in football the third chapter included presenting the results obtained by the researcher and analyzing them through appropriate statistical treatments and discussing them in a precise scientific discussion. The fourth chapter included the most important findings of the study that there are

educational, administrative, social and psychological obstacles that impede the use of blended education in the faculties of physical education and sports sciences, and there are great Some of the recommendations and proposals, including providing an infrastructure of the highest efficiency of technological technologies, preparing students to accept blended education, training them to use the blended education system, spreading the culture of blended education among faculty members, training them on the number of electronic study materials, adopting the current standard in blended learning obstacles In the teaching of various subjects in the faculties of physical education and science, the necessity of sufficient knowledge of the importance of blended education by officials, teachers and students, the necessity of community awareness of it, clarity of objectives and the existence of a strategy for it.

Keywords---administrative, physical education, blended education.

Introduction to the research and its importance

Blended education is one of the modern strategies that reduces effort, time and cost and is considered an exciting and exciting factor, and it is a natural development of e-learning, combining e-learning and regular classroom education. As the prevailing teaching methods in the educational system in the Arab world in general and Iraq in particular are based on verbal methods more than they are based on applied methods, which establishes uncooperative and ineffective generations, accustomed to receiving, weak thinking and lack of discussion. In particular, it works to provide students with motor and technical skills in proportion to their physical characteristics and needs, and accordingly, attention must be paid to introducing blended education in educational institutions in a way that meets the need for renewal in methods and strategies of education in physical education, and motivates physical education teachers to apply blended education in teaching curricula. Physical education in general and volleyball, and the creation of the appropriate educational environment for them.

Research problem

The research problem appears through the following question (What are the most important educational, administrative, social and psychological obstacles facing integrated education in teaching volleyball from the point of view of the teachers of the faculties of physical education and sports sciences)? From this branch other questions are - What is the concept of blended education, its importance, its advantages, its objectives, and its components? - What are the educational, administrative, social and psychological obstacles that face the use of blended education in the faculties of physical education and sports sciences? What are the proposals that contribute to activating the use of blended education in the faculties of physical education and sports sciences? Through these data, the researcher wanted to delve into the study of this field and identify the importance of blended education and the educational and social obstacles it faces in the

faculties of physical education and sports sciences, and what are the possibilities and requirements for the success of the lesson.

Research Objectives

In the current study, the researcher seeks to achieve the following objectives: building and codifying a scale of educational and social obstacles to blended education in the faculties of physical education and sports sciences, and revealing the most important educational, administrative, social and psychological obstacles that limit the use of blended education from the point of view of teaching faculties of education Physical education and sports sciences, and to identify the concept of blended education in teaching volleyball from the point of view of the teachers of the faculties of physical education and sports sciences.

Research hypotheses

The presence of significant differences in educational and social obstacles facing blended education in teaching volleyball.

Research fields

- The human domain: teachers of the faculties of physical education and sports sciences in the central and southern regions.
- Temporal scope: the period from 2/2/2021 to 1/2/2022.
- Spatial domain: Faculties of physical education and sports sciences in the central and southern regions.

Definition of terms

Blended education: learning that combines the best of direct classroom learning and learning through the Internet (1), as well as a teaching method that combines the use of computer technology and the Internet, and the usual methods that teachers have written (2)

Research Methodology and Field Procedures

Research Methodology

The research method is a method, organization, strategy, or general plan that depends on a set of foundations, rules and lines that are useful in achieving the objectives of research or scientific work (3), and the researcher used the descriptive approach that The survey method and correlative relationships because it is the most appropriate to the nature of the problem and the achievement of the research objectives. Studies that are concerned with evaluating trends or seek to find views or aim to collect data on individuals are all things that are better addressed through the descriptive approach (4)

The research community and its sample: The research community is the sum of the vocabulary that the researcher aims to study to achieve the results of the study and he can generalize the results of the study to all his vocabulary (5). And the sample is the part taken from the original community in a certain percentage

through which the data related to the research is taken for the purpose of generalizing the results to the original community (6), so the research community was identified and they are the professors specialized in volleyball in the faculties of physical education and sports sciences in central and southern Iraq and their number was (89) a professor for the academic year 2020/2021 AD, as for the research sample, it was represented by the entire research community, which numbered (89) teaching, as the researcher adopted the comprehensive inventory method, where the sample constituted 100% of the research community, and the sample was divided in the following way: First: a sample The initial application (the exploratory experiment) of the scale: where the sample of the exploratory experiment of the scale consisted of (5) professors, at a rate of (5.61%) of the total sample. The total research sample Third: Application sample: The application sample for the scale consisted of (24) professors and a percentage of (26.96%) of the total research sample. As shown in Table (1)

Table (1) Research Sample

No	University	Governorate	number	Construction sample and rationing	Application	exploratory
1	Basra	Basra	12	9	3	-
2	Al-Mustansiriya	Baghdad	10	5	5	-
3	Qadisiyah	Qadisiyah	6	4	2	-
4	Babylon	Babylon	7	5	2	-
5	Baghdad	Baghdad	11	9	2	-
6	College of Education for Girls	Baghdad	8	6	2	-
7	Dhi Qar	Dhi Qar	7	5	2	-
8	Maysan	Maysan	5	-	-	5
9	Kufa	Najaf	5	3	2	-
10	Wasit	Wasit	6	4	2	-
11	Al-Muthana	Al-Muthana	5	4	1	-
12	Karbala	Karbala	7	6	1	-
	Total		89	60	24	5

Tools, devices and means of research

- Research tools: The researcher needs different data to complete his research and must choose the appropriate tools for data collection, whether secondary or primary, knowing that there are many data collection tools that the researcher can choose what It suits his research (1) and the researcher used the following tools: First: Observation Second: The interview: It is a conversation conducted by a person in a conversational style about an event or issue in order to reach a certain

conviction (2), and the researcher conducted a series of personal interviews with a number of experts and specialists to collect information related to the current study*.Third: The questionnaire Fourth: The researcher prepared a set of questionnaires related to the subject of his research Fourth: White paper Fifth: Pencils Sixth: Hand calculator (kenko)

- Devices used in the research: Computer (Dell)
- The means used in the research: Arab and foreign sources and references, the Internet, tests and measurements.

Procedures for constructing a scale of obstacles facing blended learning Determining the areas of the scale

by informing the researcher of a group of scientific sources and references and previous studies related to teaching methods and some standards, and using the opinions of a group of experts in this field in order to identify some areas that have a major role in building the scale. The two areas are: (, educational and administrative obstacles, social and psychological obstacles that prevent the transition to blended education), and then the researcher designed a questionnaire for the fields of measurement * and it was presented to experts and specialists in the field of physical education, sports sciences, psychological sciences, teaching methods, public administration, tests and measurement, and their number was (15 experts**)

In order to determine their validity to build a scale of educational, administrative, social and psychological obstacles facing the integrated education in teaching volleyball, and to make any observations about the validity of the two fields or their modification, then the researcher analyzed the results of the questionnaire using the ratio Chi-square test as a criterion for accepting or modifying the scope of the scale as in Table (2)

Table (2)

indication	Sig	K2	Does not fit	Repair	number of experts	fields	No
moral	0,005	8,067	2	13	15	Educational and administrative obstacles	1.
moral	0,001	11,267	1	14	15	Social and psychological obstacles that prevent the transition to blended education	2.

Preparing the initial formula for the scale's paragraphs: The process of preparing the paragraphs is one of the most important steps, as it requires the availability of several conditions, the most important of which are (1) linguistic fluency and ease of expression in a simple language, mastery of specialized scientific material related to the topics to be measured, and knowledge of the different methods of writing vocabulary until He can choose from them what suits the goal of the test, to have the ability to visualize and invent situations in which the ability or trait to be measured can be measured, through the answers of experts, the two areas have been accepted (educational and administrative obstacles that hinder blended

learning, social and psychological obstacles that prevent transformation towards blended learning)

In formulating the paragraphs, the researcher relied on the Likert method, as it is one of the common methods of measurement because this method is characterized by the following (2): ease of use, high degree of stability of the scale and honesty; reduce the degree of guesswork and the chance factor. Likert method is one of the best methods in forecasting. By behavior or phenomenon (3), when formulating the scale paragraph, it was taken into account that it is clear and its words are easy and have specific meanings. Then the researcher formulated paragraphs for each area of the scale in its initial form, which amounted to (33) items distributed into six areas as follows: 1- Administrative educational obstacles that impede blended education (17) items and social and psychological obstacles that prevent the transition to blended education (16) items.

Presenting the scale items in its initial form to experts and specialists: The researcher presented the scale items to experts and specialists* in order to determine their validity. On the validity of the wording of the paragraphs, their content and integrity, the main areas and the relevance of each paragraph to the field in which it was placed, as well as expressing their opinion about the direction of the paragraphs in terms of being positive, with mentioning their observations and suggestions about the scale in general, and about the use of the five-degree rating scale, and after experts and specialists expressed their opinions and observations about the paragraphs of the scale The researcher analyzed the results of the scale by extracting the square (ka) as a criterion for the validity of the scale's items or not. The items whose significance level was less than (0.05) were accepted and the items whose significance level was more than (0.05) were excluded. These values represent opinions (15) An expert in the field of management, organization, psychology, tests and measurement, a table showing the percentage of opinions of experts and specialists on each paragraph of the scale:

Table (3) shows the percentage of opinions of experts and specialists on each paragraph of the educational obstacles

indication	Sig	K2	Does not fit	Repair	number of experts	Paragraph sequence	No
moral	0,001	11,267	1	14	15	1	1
moral	0,001	11,267	1	14	15	2	2
insignificant	0,439	0,600	9	6	15	3	3
moral	0,000	15	0	15	15	4	4
moral	0,000	15	0	15	15	5	5
moral	0,005	8,067	2	13	15	6	6
moral	0,001	11,267	1	14	15	7	7
moral	0,000	15	0	15	15	8	8

moral	0,001	11,267	1	14	15	9	9
moral	0,005	8,067	2	13	15	10	10
insignificant	0,197	1,667	10	5	15	11	11
moral	0,000	15	0	15	15	12	12
moral	0,002	5,400	3	12	15	13	13
moral	0,005	8,067	2	13	15	14	14
moral	0,000	15	0	15	15	15	15
moral	0,001	11,267	1	14	15	16	16
moral	0,000	15	0	15	15	17	17

Table (4) shows the percentage of opinions of experts and specialists on each paragraph of the field of social obstacles

indication	Sig	K2	Does not fit	Repair	number of experts	Paragraph sequence	No
moral	0,005	8,067	2	13	15	1	1
moral	0,000	15	0	15	15	2	2
moral	0,001	11,267	1	14	15	3	3
moral	0,000	15	0	15	15	4	4
moral	0,000	15	0	15	15	5	5
moral	0,001	11,267	1	14	15	6	6
moral	0,000	15	0	15	15	7	7
moral	0,001	11,267	1	14	15	8	8
moral	0,005	8,067	2	13	15	9	9
insignificant	0,197	1,667	10	5	15	10	10
insignificant	0,439	0,600	9	6	15	11	11
moral	0,002	5,400	3	12	15	12	12
moral	0,001	11,267	1	14	15	13	13
insignificant	0,439	0,600	9	6	15	14	14
moral	0,000	15	0	15	15	15	15
moral	0,000	15	0	15	15	16	16

Table (5) shows the number of items left and excluded in the scale

The number of paragraphs left	The sequence of excluded paragraphs	The number of excluded paragraphs	fields	No
15	11-3	2	educational obstacles	4
13	14-11-10	3	social obstacles	5
28		5	Total	

Correction of the scale items: The scale of assessment for the scale items (answer alternatives) consists of five alternatives (always, often, sometimes, rarely, never) in a positive direction, and the method of correcting them is as shown in Table (8), and for the purpose of obtaining a score Total For each member of the sample, the respondent's scores corresponding to the chosen alternative are collected.

Table (6) shows the rating scale and the method for correcting the scale items

Start	Scarcely	sometimes	frequently	always	Appreciation
1	2	3	4	5	correction

The exploratory experiment: The exploratory experiment is considered a “practical training for the researcher to find out the negatives and positives that he encounters during the tests to be addressed (1) and after the scale became ready for application, the researcher conducted the exploratory experiment before the final application of the research in an appropriate time, through the application of the scale (determining The most important obstacles facing blended education in teaching volleyball) and on a sample of (12) volleyball specialists from various faculties of physical education and sports sciences in the center and south for the period from (10/3/2021AD to 5/24/2021AD) for the purpose of creating grounds for Success when applying the main scale to the research sample in order to ensure that the sample understands the scale items and in order to avoid any errors or difficulties when applying during the main test of the research 2-6-1 Statistical analysis of the scale items:

The objective of statistically analyzing the items of the scale is to improve the quality of the test by discovering the weakness of the statement and then working on reformulating it or excluding it if it is not valid (2). Paragraph analysis is defined as the study that depends on the logical, statistical and empirical analysis of the test units for the purpose of knowing their characteristics and deleting statements, modifying, altering, or rearranging statements in order to obtain a consistent and honest test (3)

Discriminatory power of the scale

The item's discriminatory ability means the item's ability to distinguish between individuals who are distinguished in the trait measured by the scale and individuals who are weak in that trait (4). There is no doubt that the scale that consists of good paragraphs is strong, as the quality of the scale depends on the quality of its component parts, which are the paragraphs, and the ability to distinguish between the weak and the superior is the most important indication describing the position of the paragraphs.

Table (7) shows the calculated value (t) to indicate the discriminatory ability of the scale items

Paragraph Strength	Indication level	Calculated t value	lower group		senior group		
			standard deviation	Arithmetic mean	standard deviation	Arithmetic mean	No
Featured	0.000	4.809	0.536	2.142	0.451	4.313	1
Featured	0.000	4.220	0.413	2.319	0.456	4.453	2
not featured	0.653	0.763	0.844	2.325	0.558	2.453	3
Featured	0.000	3.783	0.842	2.722	0.844	4.226	4
Featured	0.000	5.713	0.762	2.910	0.452	4.686	5
not featured	0.293	0.955	0.892	2.562	0.894	2.734	6
Featured	0.000	4.264	0.553	2.340	0.894	4.741	7
Featured	0.000	4.705	0.626	2.4230	0.553	4.744	8
Featured	0.000	3.658	0.718	2.530	0.8805	4.453	9
not featured	0.324	0.660	0.559	2.366	0.552	2.683	10
Featured	0.000	4.959	0.894	1.260	0.893	4.635	11
Featured	0.000	4.744	0.552	1.252	0.508	4.746	12
Featured	0.000	5.662	0.104	1.682	0.455	4.736	13
Featured	0.000	4.535	0.456	1.853	0.9302	4.817	14
not featured	0.840	0.677	0.848	2.643	0.455	2.182	15
Featured	0.000	4.749	0.849	1.874	0.898	4.240	16
Featured	0.000	4.264	0.553	2.402	0.894	4.421	17
Featured	0.000	4.802	0.412	2.750	0.450	4.828	18
Featured	0.000	4.605	0.845	2.242	0.553	4.624	19
Featured	0.000	4.207	0.849	2.630	0.845	4.343	20
not featured	0.154	1.055	0.553	2.622	0.296	2.905	21
Featured	0.000	16.84	0.534	2.683	0.435	4.753	22
Featured	0.000	14.66	0.613	3.402	0.404	5.004	23
Featured	0.000	27.01	0.292	2.901	0.293	4.907	24
Featured	0.000	13.93	0.545	0.654	0.454	4.709	25
Featured	0.000	16.94	0.393	3.815	0.435	4.456	26
Featured	0.000	17.18	0.542	3.344	0.546	4.101	27
Featured	0.000	20.55	0.553	2.622	0.296	4.905	28

Table (8) shows the number of items left and excluded in the scale

The number of paragraphs left	The sequence of excluded paragraphs	The number of excluded paragraphs	fields	No
11	15-10-6-3	4	educational obstacles	4
12	21	1	social obstacles	5
23		5	Total	

Internal consistency coefficient: This method shows us the extent of homogeneity of the paragraphs, as there may be duplicate paragraphs, but they measure different dimensions, so the internal consistency coefficient is used to achieve this purpose and many studies justified its use of this method because it has advantages, including that it provides us with a measure It is homogeneous in its paragraphs, and the discriminatory strength of the paragraph is similar to the discriminatory strength of the scale, as well as the ability to highlight the interdependence between the paragraphs of the scale (1). The researcher used the correlation coefficient (Pearson) between the scores of the sample members on each item and their scores on the scale as a whole by means of the statistical bag (SPSS) and after completing the statistical analysis it became clear that all items are consistent.

Table (9) The coefficient of internal consistency between the paragraph and the domains of the educational, administrative, social and psychological obstacles scale

Sig	correlation coefficient	No	the field	Sig	correlation coefficient	No	the field
0.000	0,876	1	educational obstacles	0.000	0,479	1	social obstacles
0.000	0,651	2		0.000	0,698	2	
0.000	0,867	3		0.000	0,533	3	
0.000	0,823	4		0.000	0,543	4	
0.000	0,895	5		0.000	0,463	5	
0.000	0,658	6		0.000	0,458	6	
0.000	0,653	7		0.000	0,564	7	
0.000	0,498	8		0.000	0,454	8	
0.000	0,764	9		0.000	0,404	9	
0.000	0,592	10		0.000	0,459	10	
0.000	0,956	11		0.000	0,629	11	
				0.000	0,672	12	

Table (10) shows the relationship of the degree of each domain to the total score of the scale

Indication level	Indication level	correlation coefficient	Ranks	No
moral	0,000	0.684	social obstacles	4
moral	0,000	0.748	educational obstacles	5

Table (10) values of the internal consistency coefficient for the educational, administrative, psychological and social obstacles scale

indication	Sig	correlation coefficient	No
moral	0.000	0,335	1
moral	0.000	0,336	2
moral	0.000	0,390	3
moral	0.000	0,598	4

moral	0.000	0,381	5
moral	0.000	0,551	6
moral	0.000	0.497	7
moral	0.000	0.968	8
moral	0.000	0.722	9
moral	0.000	0.952	10
moral	0.000	0.860	11
moral	0.000	0.851	12
moral	0.000	0,884	13
moral	0.000	0,878	14
moral	0.000	0,880	15
moral	0.000	0,820	16
moral	0.000	0,952	17
moral	0.000	0,825	18
moral	0.000	0,902	19
moral	0.000	0,901	20
moral	0.000	0,876	21
moral	0.000	0,870	22
moral	0.000	0,820	23

Psychometric characteristics of educational, administrative, social and psychological obstacles in blended learning:

Scale validity: The concept of honesty is one of the most important basic concepts in the focus of tests and measurement. Test validity is defined as the degree to which the test or standard measures the thing to be measured (1)

This type of honesty was achieved when the scale was presented to a group of (15) experts and specialists in the field of teaching methods, public administration science, sports, psychology, sports psychology, testing and measurement to determine the validity of its paragraphs and the ability of those paragraphs to measure the obstacles facing blended learning.

Content validity: This type of validity aims to know the extent to which the test or scale represents the aspects of the trait or characteristic to be measured in support of whether the test or scale measures a specific aspect of the phenomenon or measures all of them, i.e. the extent to which its content matches what he wants to measure and is used in determining it. The opinions of experts and specialists in the field he is trying to measure (2)

The validity of the hypothetical formation: This honesty is sometimes called the validity of the concept or the validity of the construction because it depends on the empirical verification of the extent to which the degrees of the scale correspond with the characteristic or the measured concept. Theoretical scale (1), therefore, the validity of the scale prepared for this study was first verified using the discriminatory ability.

Scale stability: It means the stability of the results when re-applying the test to individuals and maintaining the true variance of the test (2), meaning that the test or scale that is characterized by stability is the one that gives the same results if it is repeated on the individuals themselves and in the same circumstances (3)

The researcher choose from among them two methods: First: The internal consistency method (Facronbach): If the Facronbach score is from (70) and above,

its paragraphs are better (4). Professor using the statistical bag (spss) and it appeared that the value of the stability coefficient is equal to (0.976), which is a high stability value.

Second: The half-segmentation method: questions with odd numbers versus questions with even numbers. The researcher adopted the forms of the basic experiment sample (construction sample) amounting to (60) forms, and the number of scale items was (23) items (11) even and (12) items. The correlation coefficient between these two parts was extracted using the statistical program (SPSS) and the value of the correlation coefficient was (0.745), and this shows the stability for half of the test, so (Spearman-Brown coefficient) was used to find the reliability coefficient for the test as a whole, which amounted to (0.853), which is a good indicator of stability on the scale.

Skew modulus

Most of the sample distributions are not completely symmetrical and may tend to one side of the maximum value at a rate more than the other, and this deviation from symmetry is called skew (3). It is called positive skewness, but if the opposite is called negative skew, and to find out how close or far the sample answers are from the normal distribution, the researcher calculated the skew coefficient using the statistical program (spss) and it amounted to (0.296) and the table (19) shows the obstacles facing the integrated education in teaching volleyball.

Table (12) Statistical Indicators of Obstacles Scale

skew modulus	standard error	standard deviation	Arithmetic mean	Scale
0.296	2,603	39.96	211.87	Obstacles

Standard grades: The primary grades (raw data) are not useful unless they are compared to another degree. These grades alone do not give us an idea of the level of what was measured except by comparing it with standard grades. Therefore, it is necessary to deal statistically with the raw grade to convert it into a standard grade. And the standard degree is a degree in which the degree of each individual is expressed on the basis of the number of units of standard deviation of his degree from the mean (4). The researcher processed the results of the scale statistically by using the arithmetic mean, standard deviation, Z degree and T degree of the scale to extract the standard degrees of the scale and its axes.

Table (13) Standard levels of the educational, administrative, social and psychological obstacles scale

percentage	the number	Raw grade	Standard score modified	Standard score	levels
%8.33	5	278-330	68-80	1,8+ 3+	very high
%28.33	17	225-277	56-67	0,6+ 1,8+	high
%45	27	172-224	44-55	0,6- 0,6+	Average
%15	9	119-171	32-43	1,8- 0,6-	low
%3.33	2	66-118	20-31	3- 1,8-	very low

Table (14) shows the standard scores, standard levels, and raw scores for the scale domains

Social and psychological barriers	Standard score modified	Standard score	levels
51-60	47-55	68-80	very high
41-50	38-46	56-67	high
32-40	29- 37	44-55	Average
22-31	20 – 28	32-43	low
12-21	11 - 19	20-31	very low

Statistical Means: The researcher adopted the SPSS statistical package and used the following statistical means:

- 1- Arithmetic mean
- 2- Standard deviation
- 3- Percentage
- 4- Chi-square
- 5- T-test for independent samples
- 6- Simple correlation coefficient (Pearson)
- 7- Correlation equation (Spearman-Brown)
- 8- Standard deviation
- 9- Facronbach's coefficient
- 10- Skewness coefficient
- 11- Z- and T-standard degree
- 12- Split-half

Presentation, analysis and discussion of the results:

Presenting, analyzing and discussing the levels of the built-in learning obstacles scale in volleyball teaching:

This chapter includes a presentation of the findings of this study, as the questionnaire included two axes: the first is educational and administrative obstacles, and the second is social and psychological obstacles. An explanatory tool for research as it reduces the possibility of error in the next stage of the research and works to strengthen the scientific evidence and give it strength.

Table (15) shows the statistical indicators of the obstacles facing the blended learning of the application sample

the level	skewness	standard deviation	hypothetical mean	the sample	Arithmetic mean	the scale
Middle	0,764	46.872	198	24	207.57	Obstacles

It is clear from the previous table (15) that the arithmetic mean, standard deviation, and the level at which the obstacles facing blended learning occurred through the answers of the application sample where it was at the level (average), and the application sample was distributed on several levels (very high), (high)

and (Medium), (low) and (very low), and this indicates the existence of a discrepancy in levels due to many reasons, including the educational, administrative, psychological and social aspect within the obstacles of blended education.

Presenting the results of the first axis educational and administrative obstacles facing blended education, their analysis and discussion: What are the most important educational and social obstacles facing blended education? In order to answer this question, the researcher calculated the degrees of severity and percentage and extracted the sum of the arithmetic averages, standard deviations, and the relative importance of the axis of educational and administrative obstacles.

Table (16) shows the most important obstacles facing blended learning related to pedagogy and administration

Number of paragraphs	Relative importance	standard deviation	Arithmetic mean	Sum of sharpness	Paragraph	No
1	99.16	1.17	4.01	119	The objectives of blended education are not clear, and there is a lack of legislation and administrative support	1
2	98.33	1.28	3.56	118	Inadequate current teaching methods, the concept of blended learning, and low awareness and planning for it	2
10	81.66	1.28	3.56	98	The low level of actual participation of specialists in developing curricula and the large number of administrative and routine procedures	3
11	80.83	1.35	2.75	97	Failure to monitor the integration of training grounds with electronic platforms to ensure that the curricula are running in accordance with the drawn plans	4
3	98.33	1.17	4.01	118	The lack of a blended learning strategy and considering it a new strategy that seeks to develop the educational process and the inadequacy of current teaching methods for it	5
9	83.33	1.35	2.75	100	Blended education in its current form does not suit the categories of students and their curricula and does not help with monitoring, evaluation and correction	6
4	97.5	1.28	3.56	117	Not to modify the old educational rules that impede innovation and advancement of the educational process at every time and place	7
5	96.66	1.17	4.01	116	It does not provide teachers and students with sufficient experience to manage time optimally	8
6	95.83	1.28	3.56	115	Non-participation by teachers and students in formulating objectives	9
7	95.0	1.28	2.56	114	The lack of a guide for teachers and students about blended education	10
8	94.16	1.35	3.75	113	Not giving educational situations that enable leadership, initiative, and achievement of goals	11
	92.79	1.28	3.56	111.36	axis goals	

Presenting the results of the first axis, the social and psychological obstacles facing blended education, their analysis and discussion: What are the most important educational and social obstacles facing blended education? In order to answer this question, the researcher calculated the degrees of severity and

percentage and extracted the sum of the arithmetic averages, standard deviations and the relative importance of the axis of educational, administrative, social and psychological obstacles.

Table (17) shows the social and psychological obstacles facing blended education

Number of paragraphs	Relative importance	standard deviation	Arithmetic mean	Sum of sharpness	Paragraph	No
3	95	1.54	3.65	114	Technological illiteracy in society	1
2	95.83	0.99	2.98	115	The community's educational culture does not fit the blended education approach	2
1	96.66	0.89	2.65	116	Lack of awareness of community members about this type of education and negative attitudes towards it	3
4	94.16	0.89	2.43	113	Failure to adapt to electronic aspects and adherence to traditional education in the educational process	4
5	92.5	1.32	2.32	111	The community, teachers, and students are not satisfied with blended education as a new experience that contributes to development, pulls students together, and leaves them	5
6	81.66	1.28	3.56	98	Lack of knowledge of the experiences of developed countries in blended education	6
10	76.66	1.17	4.01	92	There is no encouragement to urge teachers and students to investigate and generate ideas	7
11	75.83	1.43	3.93	91	Blended learning does not give the ability to be creative and push teachers and students to generate ideas	8
7	80.83	1.45	2.99	97	Students are not trained to identify the optimal alternative, lack of diversity and rigidity in teaching methods	9
8	79.16	0.89	2.65	95	Failure to ensure that students are aware of the importance of scientific honesty	10
9	78.33	0.89	2.43	94	Teachers feel that they will lose part of their importance by shifting towards blended education	11
	86.05	1.43	3.93	103.27	axis goals	

Conclusions and recommendations

Conclusions: Through the presentation, analysis and discussion of the results, the researcher reached the following:

1. It was reached to build a scale for the most important educational, administrative, social and psychological obstacles facing blended education
2. The research sample was distributed among five levels (very high - high - medium - low - very low), where the application sample fell within the medium level.
3. Educational and administrative obstacles ranked first among the most important obstacles facing blended education, and social and psychological obstacles came in second place.
4. Blended education requires concerted efforts by the government and society to achieve the set goals, including providing all forms of administrative and technical support with the completion of infrastructure and the establishment of workshops and courses for students and professors to train them to acquire the necessary skills, develop electronic curricula, and simplify administrative and legislative procedures.

Recommendations

1. Developing educational awareness among faculty members, students and the community of the blended education strategy by issuing wall flyers, introductory posters and brochures explaining the features and requirements of education.
2. Adopting the current measure of the educational, administrative, social and psychological obstacles that face the integrated education in the teaching of volleyball.
3. Urging and encouraging universities to pay attention to blended education.
4. The necessity of overcoming the obstacles facing blended education in universities due to its many advantages
5. The necessity of using and employing blended education as a new strategy in university education and working on producing blended curricula according to quality standards and urging this strategy in appropriate teaching methods.
6. Benefiting from the experiences of some foreign and Arab countries in the field of blended education and conducting more research and studies.
7. Forming a specialized unit in each college whose tasks are to provide technical and electronic support to the scientific departments.
8. Enhancing cooperation between universities through exchanging experiences to develop blended education.
9. Increasing the financial support and incentives provided to universities to raise the level of the integrated education infrastructure.
10. Holding workshops and training courses for students and professors to enable them to acquire the skills of this type of education.
11. Converting the curricula into an electronic image and publishing it for ease of circulation.

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